

Understanding of Effects of the COVID-19 Pandemic on Educational Institutions

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Abstract: *The COVID-19 pandemic has led to increased awareness on research, and India must now pave a new research-based path to the post-pandemic road to economic growth. In India, educational institutions (schools, colleges and universities) are presently focused primarily on formal learning strategies, that is, adopting the traditional framework of face-to-face traditional classrooms. To determine the effect of the COVID-19 lockdown on bachelor's degree learners with different Indian colleges and universities. . We use standardized end-of-course knowledge assessments to examine student learning during the disruptions induced by the COVID-19 pandemic. During that same pandemic, students from rural regions and marginalized areas primarily face immense technical challenges. The role of teachers and the access to infrastructure for online education are identified. Several principles of sustainable development are embedded in India's education policy. It is perhaps the only country where the highest court has mandated environmental education at all levels of formal education, which includes a compulsory undergraduate course. Findings several principles of sustainable development are embedded in India's education policy.*

Keywords: COVID-19 Pandemic, Education System, Online Teaching – Learning

1. Introduction

The COVID-19 pandemic has resulted in the largest disruption of education systems in human history, affecting almost 1.6 billion learners out of more than 200. School, institution and other learning space closures have impacted over 94% of the global student population. It brought about profound change in every aspect of our lives. Policies of social distancing and movement restraint have caused considerable disruption. It brought about profound change in every aspect of our lives. Policies of social distancing and movement restraint have caused considerable disruption. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place [1].

2. Related Studies

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting most countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries round the world cautioned the general public to require responsive care. The general public care strategies have included hand washing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies are put in situation because the needed action to flatten the curve and control the transmission of the disease [12].

The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning [3].

Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education.

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners [1].

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools [13].

Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement [2].

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored [10].

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programs. They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments [10].

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers. This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, and WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly being used [4].

3. Conclusions

The study on the impact of the COVID-19 pandemic on teaching and learning across the world concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different class levels of higher secondary, middle and primary education need to be explored further [1]. The lesson learnt from the COVID-19 pandemic is that teachers and students/learners should be oriented on use of different online educational tools. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning. To determine the effect of the COVID-19 lockdown on bachelor's degree learners with different Indian colleges and universities. We use standardized end-of-course knowledge assessments to examine student learning during the disruptions induced by the COVID-19 pandemic. During that same pandemic, students from rural regions and marginalized areas primarily face immense technical challenges. The role of teachers and the access to infrastructure for online education are identified. Several principles of sustainable development are embedded in India's education policy. It is perhaps the only country where the highest court has mandated environmental education at all levels of formal education, which includes a compulsory undergraduate course. Findings several principles of sustainable development are embedded in India's education policy.

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